



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME:	ROBERT F. KENNEDY COMMUNITY HIGH SCHOOL
DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):	25Q670
PRINCIPAL:	BESHIR ABDELLATIF
EMAIL:	BABDELL@SCHOOLS.NYC.GOV
SUPERINTENDENT:	JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Beshir Abdellatif	*Principal or Designee	
Lisa Byheny	*UFT Chapter Leader or Designee	
Joanne Liotta	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Sahara Tokhi	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Susan Adams	Member/Assistant Principal	
Frank McQuail	Member/Assistant Principal	
Angela Miraglia	Member/Parent Coordinator	
Evelyn Reid	Member/Parent	
Carolyn Lucas	Member/Parent	
Alex Blanca	Member/Student	
Sterna Lebouef	Member/Student	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June, 2012, school wide attendance will reach 90%, increasing by 3% from last year.

Comprehensive needs assessment

- A review of the school scholarship report reveals that a large number of students fail subject area courses due to excessive absences and tardiness, especially in the lower grades.

Instructional strategies/activities

- Identify students who have a history of absenteeism using ARIS data.
- Attendance liaison will monitor daily attendance with appropriate ATS reports, monitor reversals, discharged students and register accuracies, coordinate with teachers and attendance teacher for home visits and referrals to ACS.
- The outreach teacher team will analyze attendance data, inquire and investigate students with excessive absences.
- Meet, interview and set goals with students who have a pattern of attendance issues.
- Provide incentives, recognition and celebratory events with parents and students with perfect attendance and improved attendance.
- Participate in Wake-Up NYC program.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.

Service and program coordination

- We will use school resources—administrators, guidance counselors, teachers, attendance teachers, parent coordinator, school aides as well as CFN support staff—to help achieve this goal.

Budget and resources alignment

- We will use TL FSF to fund and support this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- To increase student scholarship and Regents performance in mathematics by 5%

Comprehensive needs assessment

- While we have met our AYP in mathematics and are therefore In Good Standing, the scholarship and Regents performance remain the lowest compared to the rest of the subject areas. Student performance, especially in Geometry and Algebra2/Trigonometry are poor.

Instructional strategies/activities

- Provide teachers with professional development offered by the CFN Math Instructional Specialist.
- Designate a lead teacher to coordinate the math department and attend City College Petrie Institute for the Advancement of Mathematics staff development workshops and to act as a turnkey for the math teachers.
- Math teachers will work collaboratively to revise the curriculum and co-plan instructional strategies.
- Provide on-going after-school tutoring and Saturday Regents preparation sessions for all students.
- Use an assessment to properly program incoming freshmen.
- Math teachers will re-evaluate instructional materials used and order materials that meet the needs of the students and are aligned with the Common Core Standards

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.
- Provide workshops for parents to familiarize them with curriculum maps and expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.
- Provide ongoing feedback on teacher practices.

Service and program coordination

- Support of the CFN Math Instructional Specialist
- The City College Petrie Institute for the Advancement of Mathematics
- Increase the use of technology in the classroom (Smart Response)
- Purchase workbooks and textbooks aligned with the common core standards
- Provide Regents review books for all students scheduled to take Regents exams in mathematics

Budget and resources alignment

- TL FSF, Title III, NYSTL Textbook, Contract 4 Excellence

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

- To increase the graduation rate by 5.4% to reach 80% in 2011-2012

Comprehensive needs assessment

- While there was a significant increase in the graduation rate from the 2009-2010 school year to the 2010-2011 school year (66% to 74.5%), the state accountability report calls for improvement of the graduation rate to reach 80% by the 2011-2012 school year. We were given one year to improve in this area.

Instructional strategies/activities

- Monitor the progress of every senior student toward graduation
- Provide a rigorous credit recovery program for all seniors who are lacking credits to graduate.
- Ensure that all seniors meet the Regents examination requirements before June 2012.
- Review and closely monitor all senior transcripts to make certain that they are programmed correctly.
- Monitor all seniors' progress by carefully looking at their achievement every marking period.
- Provide instant intervention for students at risk of not graduating as scheduled.
- Schedule guidance conferences for students at risk and their parents.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress reports, cutting reports and report card, parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.
- Hold parent workshops on high school graduation requirements early in the school year.
- Provide ongoing communication (Teacherease, phone calls and emails) to the parents of all seniors to make them aware of their children's progress toward graduation.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.

Service and program coordination

- Senior club
- Senior guidance counselor will assist students in setting focused goals for graduation
- Senior activities (senior trip, breakfasts, etc) will be used as incentives to motivate students to graduate on time
- Ongoing after school tutoring program
- Credit recovery program and Saturday Regents preparation sessions.

Budget and resources alignment

- TL FSF, Contract 4 Excellence, NYSTL Textbook, School funds and fundraising for senior activities

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- To increase the scholarship and the Regents performance rate in all subject areas by 3% (from _____ in June 2011 to _____ in June 2012)

Comprehensive needs assessment

- We have experienced a significant increase in total student enrollment in the past few years.
- There has been a demographic shift that has included an increase in the number of ELL and IEP students.
- Low student achievement in the 9th and 10th grade, especially among students with special needs.
- Low credit accumulation had led to a low graduation rate.

Instructional strategies/activities

- Work with CFN staff and consultant to assist teachers in their own skill building as a means of supporting students.
- Conduct a minimum of 6 informal and 2 formal observations by the principal and the assistant principals with specific and timely feedback to improve instruction and consequently increase student performance.
- Arrange inter-visitation among teachers to exchange effective practices.
- Review and discuss scholarship data as a school and with individual teachers.
- Provide after-school tutoring for all students in all subject areas four days a week.
- Mandate tutoring for students at risk.
- Provide a rigorous credit recovery program for all grade levels
- Offer Saturday Regents preparation sessions for 6 weeks before the January and June Regents examinations.

Strategies to increase parental involvement

- Create multiple options and opportunities for parents to communicate with school staff through Teacherease, School Messenger, RFKschools.org website and email, regular monthly meetings, mailing home of progress report (twice a year), cutting reports and report cards (four times a year), parent coordinator's newsletter, teacher and guidance counselor outreach via phone calls and letters.
- Invite parents to take part in school activities such as cultural festivals, the Talent Show, College Night, Financial Aid Night, and monthly Student of the Month awards nights.
- Foster a caring and effective home-school partnership.
- Create a welcoming, warm reception to parent visitors.
- Provide professional development opportunities for school staff in the area of parent outreach and effective communication in order to build stronger ties between parents and the faculty.
- Guidance counselors and teachers make outreach to parents of at risk students.
- Parents sign a contract for the credit recovery program and Saturday Regents preparation sessions.

Strategies for attracting Highly Qualified Teachers (HQT)

- All teachers are highly qualified.
- We will further help develop teacher professional growth through our ongoing in-school professional development, interschool visitations and citywide professional development opportunities.

Service and program coordination

- Homework Club
- After-school tutoring program offered 4 days a week. Tutoring is offered by multiple teachers to provide students with different perspectives.
- Peer Tutoring by National Honor Society members
- Grade assemblies every marking period to encourage students to reflect on their achievements and to set new goals

Budget and resources alignment

- TL FSF, Contract 4 Excellence, Title III, NYSTL Textbook

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	171	137	126	51	2	N/A	N/A	2
10	0	20	27	11	2	N/A	N/A	1
11	0	21	15	21	4	N/A	N/A	2
12	4	24	5	36	5	N/A	N/A	2

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>After-school tutoring: One hour small group tutoring sessions in English Language Arts are scheduled four days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home.</p> <p>Peer Tutoring: During after school tutoring, members of the National Honor Society pair up with fellow students to assist with tutoring.</p> <p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p> <p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p> <p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.</p> <p>Big brother/Big sister program: Members of the leadership class and NHS provide academic and social support for freshmen.</p>
<p>Mathematics</p>	<p>After-school tutoring: One hour small group tutoring sessions in English Language Arts are scheduled four days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home.</p> <p>Peer Tutoring: During after school tutoring, members of the National Honor Society pair up with fellow students to assist with tutoring.</p>

	<p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p> <p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p> <p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.</p> <p>Big brother/Big sister program: Members of the leadership class and NHS provide academic and social support for freshmen.</p>
<p>Science</p>	<p>After-school tutoring: One hour small group tutoring sessions in English Language Arts are scheduled four days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home.</p> <p>Peer Tutoring: During after school tutoring, members of the National Honor Society pair up with fellow students to assist with tutoring.</p> <p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p> <p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p> <p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.</p> <p>Big brother/Big sister program: Members of the leadership class and NHS provide academic and social support for freshmen.</p> <p>Make-up labs: To assist students in meeting state requirements for completed lab hours, make-up labs are scheduled after-school. Schedules are posted throughout the building and on the internet. Students in need are identified by subject class teachers and encouraged to attend.</p>

<p>Social Studies</p>	<p>After-school tutoring: One hour small group tutoring sessions in English Language Arts are scheduled four days per week and are open to all students. Schedules are posted throughout the building and on the internet, as well as mailed home.</p> <p>Peer Tutoring: During after school tutoring, members of the National Honor Society pair up with fellow students to assist with tutoring.</p> <p>Homework Club: Designed to assist students who have trouble completing assignments independently, Homework Club meets for two, one-hour sessions per week, after school. Students are identified through Resource Room, but any student may attend.</p> <p>Study Halls: Students with a free period and students who have lunch are to report to the library/media room to complete assignments and projects under the supervision of the librarian.</p> <p>Saturday Regents Preparation: Offered in three hour blocks on Saturdays in May and June, these practice exams provide students with Regents-like experience prior to taking the actual exam.</p> <p>Big brother/Big sister program: Members of the leadership class and NHS provide academic and social support for freshmen.</p>
<p>At-risk Services provided by the Guidance Counselor</p>	<p>Pupil Personnel Committee: A Committee comprised of guidance counselors, administrators and teachers meets periodically to discuss the needs of identified at-risk students. The Pre-Referral Intervention Manual is utilized in order to develop instructional and behavioral strategies for individual students.</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>The school psychologist is assigned to our school two days a week and provides at risk services as needed.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>We do not have a social worker</p>
<p>At-risk Health-related Services</p>	<p>Students meet individually with their guidance counselors who coordinate services with parents and necessary service providers.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

March 8, 2012

School DBN: 25Q670 **School Name:** Robert F. Kennedy High School

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

Our school was cited for not meeting the state graduation rate of 80% of the general student population and for 3 subgroups (Whites, Hispanics, Eco. disadvantaged). A review of the Cohort data revealed the following findings.

1. Lack of **timely** credit accumulation in the core subjects especially English, Social Studies, Math and Science.
 2. Programming issues: Due to budget restraints and the school size, no off track classes were offered to students who failed half or the whole course.
 3. Many of the subject class failures were due to lateness, absences, cutting and minimal parent involvement.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - Programming: ongoing review of each student's transcript and current program by the guidance counselor and the principal to assure timely completion of required courses.
 - Provide course make-up a credit recovery opportunities for all students in the semester immediately following course failure.
 - Change of the school wide programming: The school has adopted an annualized grading policy which allows for students who are in danger of failing a course in the Fall to address deficiencies during the Spring term, thus earning 2 credits at the end of the school year. Students who fail to pass the annual course will either repeat the course in the summer school or retake the course the following year.
 - We have instituted targeted tutoring and test preparation during Saturday classes (3 hours session).

- To encourage parental involvement in monitoring their child's progress, we employ "Teacherease" (an electronic grade book) which allows parents to view their children's grades, homework and progress on a daily basis.
- We initiated "Project H.E.L.P" (Help Every Learner Progress) in which every teacher identifies 2 to 3 at-risk students from each class, provides targeted intervention, and monitor their progress every marking period.
- Reducing at risk students absences/cutting and lateness by early identification and intervention.
- Revise the school grading policy with the focus on providing multiple assessment tools to demonstrate mastery of content knowledge and skills.
- Create a bridge to Integrated Algebra and Algebra II/Trigonometry courses.
- funding supplemental programs (Revolution Math) for the bridge to Algebra classes and (Achieve3000) for ELL students.

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

N/A

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

N/A

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

N/A

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Charles Amundson/Jie Zhang	District 25	Borough Queens	School Number 670
School Name Robert F. Kennedy Community High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Beshir Abdellatif	Assistant Principal Susan Adams
Coach	Coach
ESL Teacher Esther Schachne	Guidance Counselor Eugene Kim
Teacher/Subject Area Jed Herman/Social Studies	Parent Joanne Liotta
Teacher/Subject Area Amaris Brown/Science	Parent Coordinator Angela Miraglia
Related Service Provider	Other
Network Leader Jie Zhang	Other

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	3
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	721	Total Number of ELLs	52	ELLs as share of total student population (%)	7.21%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. In order to identify English Language Learners among newly enrolled students in the NYC school system, the student and his/her parents are orally interviewed, in English and their native language, by the freshman guidance counselor and/or faculty translator. At this time, the Home Language Identification Survey is also administered by the guidance counselor. The LAB-R is administered to eligible students by the assistant principal in charge of ESL and or the ESL teacher. Using the LAB-R guidelines, the ESL teacher and/or assistant principal determine student eligibility and the student's level of proficiency. This is later confirmed in ATS. Parents are then notified of their child's eligibility via the entitlement or non-entitlement letter. The freshman guidance counselor has also been trained to administer both of these assessments.

Each spring, the licensed ESL teacher and the assistant principal review the RLER to ensure that all eligible students are scheduled to take the NYSESLAT. The exam is administered by the ESL teacher to all eligible students to evaluate their continued ELL eligibility as well as their proficiency levels. The testing is done in a classroom setting, with the exception of the speaking portion which is conducted one-on-one in a separate location. Letters of continuation of service or proficiency are given to students in September in English and the parent's preferred language.

2. Since we have a very small number of newly identified ELLs every year (one or two,) parents of newly identified ELL students are invited to a one-on-one ELL Orientation as soon as they are identified. ELL parents meet with the parent coordinator, assistant principal in charge of ESL, ESL teacher, freshman guidance counselor and translator. The administration reviews the three program options for ELL students and explains the parents' rights and responsibilities. All materials, including the program choice brochure, are provided to parents in English and their preferred language. Parents then view the Orientation Video for Parents of English Language Learners in their preferred language and have the opportunity to ask questions about the program options. At this time, selection forms are distributed in English and the parent's preferred language. Parents are asked to complete the parent survey/selection form either at the orientation or within 3 days and return it to the assistant principal.

If a parent cannot attend the orientation meeting, the parent coordinator and the freshman guidance counselor schedule a make up session.

3. Parents are notified of their child's entitlement and placement in person, whenever possible, and via entitlement and placement letters in English and their preferred languages. Since this is usually one form per year, follow up is a phone call to the parent.

4. Based on the parent's program selection, students are placed in the selected program. If a parent chooses TBE and we do not have 20 students who speak the same language on that grade, the parent will be informed, in their native language, that they have the option of transferring their child to a school that has this program.

5/6. Since we have a rather small ELL population and very infrequently have newly enrolled ELLs, parent program selections will be

entered into a spreadsheet and maintained in the assistant principal's files. In the past three years, parents have chosen the Freestanding ESL program. Because RFK is an application only school, most parents who choose to send their children here are familiar with the programs currently in place, either through our website, high school fairs, word of mouth, or our open house. Parents are therefore knowledgeable of the very small number of ELLs enrolled in our school and our existing program. They place a high priority on our small high school setting and opt for the ESL program currently in place.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										32	14	3	3	52
Push-In														0
Total	0	0	0	0	0	0	0	0	0	32	14	3	3	52

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	Newcomers (ELLs receiving service 0-3 years)	33	Special Education	7
SIFE	0	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	5

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	33	0	1	14	0	2	5	0	4	52
Total	33	0	1	14	0	2	5	0	4	52

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)																				
9-12																				
Number of ELLs by Grade in Each Language Group																				

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										11	2	1		14
Chinese										8	10			18
Russian														0
Bengali										1				1
Urdu										3				3
Arabic										1	1			2
Haitian														0
French												1		1
Korean										1	1			2
Punjabi														0
Polish														0
Albanian														0
Other										7	0	1	3	11
TOTAL	0	32	14	3	3	52								

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Our current organizational model includes departmentalized classes. We have ICT classes in math, English and social studies as well as push in SETSS. Our classes meet 5 days a week and are 47 minutes per period, Tuesday through Friday, 41 minutes per period on Mondays.

1. b. Our classes are heterogeneous, with the exception of Advanced Placement Courses.

2. Currently, we have only a Freestanding ESL program in place with self-contained ESL classes. Two of our ESL classes are beginner/intermediate. A third class is beginner level only and a fourth is advanced only.

Beginner level students receive:

Mondays: three periods of ESL instruction (41 minutes each x 3 = 123 minutes)

Tuesdays through Fridays: 3 periods of ESL instruction (47 minutes each x 3 = 141 minutes)

Total minutes of ESL instruction for the week: 687 minutes

Total minutes of ELA per week: 229 minutes

Intermediate level students receive:

Mondays: two periods of ESL instruction (41 minutes each x 2 = 82 minutes)

Tuesdays through Fridays: two periods of ESL instruction (47 minutes each x 2 = 94)

Total minutes of ESL instruction for the week: 458 minutes

Total minutes of ELA per week: 229 minutes

Advanced level students receive:

Mondays: one period of ESL instruction (41 minutes)

Tuesdays through Fridays: one period of ESL instruction (47 minutes)

Total minutes of ESL instruction for the week: 229 minutes

Total minutes of ELA per week: 229 minutes

3. All ESL instruction is delivered by a licensed English as a Second Language teacher and is aligned with New York State ELA and ESL standards. English Language Arts classes are taught by certified English teachers and are also aligned with state standards.

A. Programming and Scheduling Information

All ELL students are enrolled in heterogeneous content area classes taught in English by licensed content area teachers. Teachers infuse ESL methodologies into their lessons and accommodate different learning styles and proficiency levels using the Essential Elements of Instruction as well as Smartboard computer technology and mobile laptop carts. Our program emphasizes academic rigor, language development, implementation of the Common Core Standards and literacy. A variety of strategies, activities and materials are used in the classroom, including:

- laptops with text to speech software
- smartboard interactive lessons
- electronic translators and paper glossaries
- visual aides
- music
- audio and video clips
- heterogeneous grouping and specific group roles
- tiered or leveled reading materials and handouts
- project choice and alternate assessment rubrics
- opportunities for student to student talk as well as student to teacher talk

4. All ELLs are appropriately evaluated in their native languages using translations of Regents exams, print and electronic glossaries.

Spanish is the only language elective offered at RFK. All students are encouraged to continue their studies and take the LOTE exam in Spanish. We also offer an advanced placement Spanish language class. Currently we offer native language instruction only in Spanish due to our small number of ELL students and a variety of native languages spoken. ELL students are, however, provided with classroom and library resources in their native languages for the content areas. Additionally, since all ELL students are in the same ESL classes, they work closely with classmates who speak their languages.

5. a. At this time, we do not have any SIFE students. Were we to receive a SIFE student, we would provide that student with additional instructional time after school in order to improve academic achievement and language development.

5. b. For our ELLs in US schools less than 3 years, (newcomers) we will make every effort to ensure that students attend Title III after-school and Saturday instruction which will enhance ESL instruction and language acquisition. We will use ARIS to determine in which areas individual students' needs are greatest. We will provide translations and glossaries for assessments and ensure that newcomers receive extra time accommodations. These students will also receive intensive preparation for the Regents in Comprehensive English Language Arts.

5. c. Our plan for ELLs receiving service for 4 to 6 years includes all of the above and will focus on preparing students for the NYSESLAT and helping them to achieve proficiency. These students will also be included in the Title III after-school and Saturday program.

5. d. Currently we have 6 long term ELL students, 5 of whom are advanced and one who is intermediate. Four of the advanced students were absent from the Spring 2010 NYSESLAT, therefore we do not have the most current measure of their proficiency. Additionally, excessive absences throughout last school year were an issue for these students. Our plan will be to ensure that these students attend ESL classes regularly and take the NYSESLAT in the spring of 2012. Our attendance teacher will contact these students' homes during the first weeks of school with the assistance of our faculty translators. We will also send letters home stressing the importance of attendance in attaining English language proficiency and ultimately a high school diploma.

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	100%
75%	75%
50%	50%
25%	25%
0%	0%

after-school and Saturday programs. RFK has nearly an 18% special needs population, our teachers differentiate instruction in every class to meet the needs of their students. They are aware of which students in their classes are ESL SWDs and include them in their differentiation plans.

Dual Language

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. For all ELL and former ELL students, we offer Title III after-school and Saturday tutoring in ELA, math, science and social studies. This tutoring is for ELL students only and focuses on language acquisition in the content areas and is conducted in English. ELL students also attend after school tutoring in all subjects. ELLs and transitional ELLs attend intensive Regents Preparation courses in Algebra, Geometry, Algebra & Trigonometry, Global History, US History, Living Environment and Earth Science on Saturdays during the fall and spring in order to prepare them for all Regents exams.

9. Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations. Teachers are notified of these students' transitional status in order to ensure that they receive these accommodations. Transitional students are also invited to participate in all ELL interventions.

10./11. For the upcoming school year, we will include Title III tutoring on students' programs in an effort to increase student attendance. We do not plan to discontinue any programs.

12. ELL students are afforded equal access to all school programs, including academic and extracurricular. ELL students participate in our community service program, after-school clubs, trips, dances, talent show, fashion show and PSAL athletics.

13. Our ELL students benefit from a wealth of technology. Every classroom is equipped with a Smartboard and projector, which allows student interaction in the lesson, use of the internet, and the ability to save and copy lesson notes and then post them to the school website. The Smartboard also allows teachers to include audio and visual elements. Several of our teachers use text-to-speech software to accompany written materials. Teachers are encouraged to incorporate technology into every lesson, including power point presentations, slideshows and internet sources, which further differentiate instruction for our ELL students. Lessons, homework assignments and additional resources are posted on individual class pages on our school website. Assignments and grades are posted on our on-line gradebook, Teacherease, which parents may also access in another language. Additionally, we have one computer classroom, six mobile laptop labs and a 20 laptop media room for student use.

In the ESL classroom, our teacher uses Milestones textbooks and workbooks, Scholastic Scope for English Language Learners, newspapers and a variety of high interest, age appropriate materials and literature. Our teacher is currently working with the Network Instructional Specialist to update curriculum.

14. Students are supported in their native language through the use of translated exams and glossaries. The library also provides ELLs with materials in their native languages. Additionally, our lab technician assists with science tutoring as a Chinese translator.

15. All ELL services support ELLs at their age and grade levels.

16. Newly enrolled ELLs are invited to a Freshman Orientation for students and parents in September. During this orientation, ELLs learn about clubs and activities, policies and procedures, their academic program and our Community Service Program.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. For all ELL and former ELL students, we offer Title III after-school and Saturday tutoring in ELA, math, science and social studies. This tutoring is for ELL students only and focuses on language acquisition in the content areas and is conducted in English. ELL students also attend after school tutoring in all subjects. ELLs and transitional ELLs attend intensive Regents Preparation courses in Algebra, Geometry, Algebra & Trigonometry, Global History, US History, Living Environment and Earth Science on Saturdays during the fall and spring in order to prepare them for all Regents exams.

9. Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations. Teachers are notified of these students' transitional status in order to ensure that they receive these accommodations. Transitional students are also invited to participate in all ELL interventions.

10./11. For the upcoming school year, we will include Title III tutoring on students' programs in an effort to increase student attendance. We do not plan to discontinue any programs.

12. ELL students are afforded equal access to all school programs, including academic and extracurricular. ELL students participate in our community service program, after-school clubs, trips, dances, talent show, fashion show and PSAL athletics.

13. Our ELL students benefit from a wealth of technology. Every classroom is equipped with a Smartboard and projector, which allows student interaction in the lesson, use of the internet, and the ability to save and copy lesson notes and then post them to the school website. The Smartboard also allows teachers to include audio and visual elements. Several of our teachers use text-to-speech software to accompany written materials. Teachers are encouraged to incorporate technology into every lesson, including power point presentations, slideshows and internet sources, which further differentiate instruction for our ELL students. Lessons, homework assignments and additional resources are posted on individual class pages on our school website. Assignments and grades are posted on our on-line gradebook, Teacherease, which parents may also access in another language. Additionally, we have one computer classroom, six mobile laptop labs and a 20 laptop media room for student use.

In the ESL classroom, our teacher uses Milestones textbooks and workbooks, Scholastic Scope for English Language Learners, newspapers and a variety of high interest, age appropriate materials and literature. Our teacher is currently working with the Network Instructional Specialist to update curriculum.

14. Students are supported in their native language through the use of translated exams and glossaries. The library also provides ELLs with materials in their native languages. Additionally, our lab technician assists with science tutoring as a Chinese translator.

15. All ELL services support ELLs at their age and grade levels.

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9. Transitional students are provided with their ELL testing accommodations for two years after reaching proficiency on the NYSESLAT, including extended time, separate location, glossaries, and translations of exams where available. These students have been identified in ARIS in order to be assured of their accommodations. Teachers are notified of these students' transitional status in order to ensure that they receive these accommodations. Transitional students are also invited to participate in all ELL interventions.

10./11. For the upcoming school year, we will include Title III tutoring on students' programs in an effort to increase student attendance. We do not plan to discontinue any programs.

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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
C. Schools with Dual Language Programs			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (time, subject, teacher, theme)?		
4.	What Dual Language model is used (side-by-side, self-contained, other)?		
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?		
Paste response to questions 1-5 here			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
D. Professional Development and Support for School Staff			
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)		
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?		
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.		
1.	RFK's ELL Professional Development focuses on providing teachers with differentiated instruction strategies for teaching English Language Learners and assisting ELLs as they transition from middle school to high school and ultimately, English proficiency. Teachers also receive professional development in preparing students to take and pass NYS assessments and meeting graduation requirements.		
2.	All staff are notified of who our incoming ELLs are through a shared group in ARIS. During the first PD session in September, we review NYSESLAT results as well as strategies for working with students at different proficiency levels.		
3.	Professional Development will be facilitated by school administrators, the ESL teacher and the Network Instructional Specialist. The schedule is as follows:		
	Assessing the Needs of our ELL Population	1 hr	Chancellor's Conf Day September 7, 2011
	Applying the Common Core Standards to ELL students	1 hr	Election Day November 8, 2011
	Strategies for Helping ELLs Pass Regents Exams	1 hr	Chancellor's Conf Day January 30, 2012
	Implementing CCS in the Content Areas--A Literacy Approach	8/40 minute sessions	Nov through April 2012
While all teachers participate in this professional development, we are in the process of reviewing teachers' permanent files to determine which teachers need the proper documentation of completion.			

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
parents? 100%			
3. How do you evaluate the needs of the parents? 75%			
4. How do your parental involvement activities? 50%			
1. As with many high schools, parent involvement is declining. 25%			
parent attendance at the following: New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are also well attended, although more so in the fall than in the spring. We currently hire Spanish and Chinese translators for these conferences. We also have staff available to 100%			
Every month, our parent coordinator prepares parent mailings that include a calendar listing PTA meetings, important school dates and events. It also includes school policies and a monthly letter from the principal. 75%			
2. We partner with the CUNY admissions office to provide parents with information regarding applying to college and completing the FAESA. 50%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. As with many high schools, parent involvement is not as good as we would like it to be. We go to great lengths to inform our parents of upcoming PTA meetings. Attendance, overall and among ELL parents, is lower than we would like. We do, however, have very good parent attendance at the following: New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are also well attended, although more so in the fall than in the spring. We currently hire Spanish and Chinese translators for these conferences. We also have staff available to translate for Chinese, Korean, French and Spanish speaking parents at other events.

Every month, our parent coordinator prepares parent mailings that include a calendar listing PA meetings, important school dates and events. It also includes school policies and a monthly letter from the principal.

2. We partner with the CUNY admissions office to provide parents with information regarding applying to college and completing the FAFSA.

3. We evaluate the needs of our parents in several ways. We evaluate the translation and interpretation needs of our parents using the Home Language Aggregate report and Preferred Language indicators and then ensure that we know who on our staff can serve as an interpreter. Our parents are well represented on our School Leadership team and we ask for their concerns and input. We also review our School Environment Survey with our Leadership Team and discuss the parent responses. Our parent coordinator also sends out a yearly parent survey to assess parent needs. In coordination with the PTA, the parent coordinator prepares a parent survey inviting parents to suggest topics for workshops.

4. After reviewing the parent survey results, we develop workshops open to all parents that we feel addresses their needs. The topics included in the past have been: Internet Safety, Substance Use and Abuse, College Preparation, Graduation Requirements, and Effective Communication with Teenagers. The workshops are described in detail in an invitation which is mailed to all parents. The invitation is translated for our ELL parents. We are asking that parents RSVP to these workshops and will then be able to provide translators for those ELL parents who attend. We hope that the content of these workshops will attract a wide audience.

After each workshop we ask parents to complete an evaluation of the content and the presenters. We review all evaluations and make necessary changes to future workshops. We will also be able to set up meetings for those parents who wish to discuss these topics further.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										7	1	0	0	8
Intermediate(I)										17	9	0	2	28

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)										8	4	3	1	16
Total	0	0	0	0	0	0	0	0	0	32	14	3	3	52

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0									2	1	0	0
	I										6	4	0	0
	A										11	2	0	0
	P										13	7	3	3
READING/ WRITING	B										7	1	0	0
	I										16	9	0	2
	A										8	4	3	1
	P										1	0	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		2	
Integrated Algebra	27		16	
Geometry	4		1	
Algebra 2/Trigonometry	1		0	
Math				
Biology				
Chemistry				
Earth Science	6		1	
Living Environment	26		17	
Physics				
Global History and Geography	6		2	
US History and Government	2		1	
Foreign Language	4		3	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: Robert F. Kennedy Community HS

School DBN: 25Q670

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Beshir Abdellatif	Principal		1/1/01
Susan Adams	Assistant Principal		1/1/01
Angela Miraglia	Parent Coordinator		1/1/01
Esther Schachne	ESL Teacher		1/1/01
Joanne Liotta	Parent		1/1/01
Jed Herman/Social Studies	Teacher/Subject Area		1/1/01
Amaris Brown/Science	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Eugene Kim	Guidance Counselor		1/1/01
Jie Zhang	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q670 **School Name:** Robert F. Kennedy Community HS

Cluster: 2 **Network:** 201

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A review of the Home Language Report and current ELL program enrollment is made to ascertain the needs of our ELL parents. Additionally, the parent coordinator gathers information on home language when she makes phone calls to the home. The guidance staff performs a survey of all juniors which includes the language spoken at home. Teachers and guidance counselors make necessary notations when encountering parents who cannot communicate in English.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Although the majority of our parents speak and write in English, we do have a large number of parents whose home language is other than English. Nearly 25% of our parents speak Spanish at home. Other widely spoken languages are Chinese, Korean, Pashto and Russian at less than 8% each. This information is shared with the school community at a faculty conference.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Monthly mailings to parents, which include school policies and procedures, calendars, tutoring schedules and PTA information, will include written translations of all information where necessary. Documents issued by the Department of Education will be made available in the translated versions provided by the DOE. All school generated documents will be translated through the Central Translation Unit when needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Chinese and Spanish Translators will be available for Parent-Teacher conferences. At orientation sessions and other school events, staff translators will be available. They will also be available at the request of the parent at informal meetings throughout the year.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will provide oral translations at Parent-Teacher Conferences, Freshman Orientation and Open House, as well as select Parent-Teacher Conferences. We will provide written translations of materials sent home to parents in monthly mailings.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Robert F. Kennedy Comm HS	DBN: 25Q670
Cluster Leader: Charles Amundson	Network Leader: Jie Zhang
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input type="radio"/> After school <input type="radio"/> Saturday academy <input checked="" type="radio"/> Other:
Total # of ELLs to be served: 52 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12
Total # of teachers in this program: 5 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 4

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

The Title III program will enhance the current ESL program by providing supplemental instruction targeted specifically at the language acquisition and reading comprehension skills necessary to become proficient in the content areas, and gain English language proficiency. The program will provide intensive practice for Regents exams and promote credit accumulation, improving the graduation rate for all ELLs. Supplemental instruction sessions will be held on Tuesday, Wednesday and Thursday afternoons during the spring. Classes will run from March through June and will be scheduled from 2:40 to 3:40 pm. They will be taught by the ESL and content area specialists in English. Regents preparation sessions will be conducted on Saturdays in April and May and run from 9:00 am to 12:00 pm. They will be taught by content area teachers in English.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

In 2011-2012 school year our staff development will focus on assessing the needs of our ELL students and implementing the Common Core Standards in all content areas. These sessions will provide the ESL teacher with the opportunity to address the special needs of ELL students with colleagues. We will also utilize the CFN Network Instructional Specialists to provide professional development in the Common Cores Standards and literacy and to assist in curriculum planning in the ESL classroom.

Our ESL teacher will continue to attend professional development workshops throughout the year.

The mandatory 7.5 (plus) hours of teacher professional development will be facilitated by school administrators, the ESL teacher and the Network Instructional Specialists. The schedule is as follows:

Assessing the needs of our ELL Population	1 hr	September 7, 2011
Applying the Common Core Standards to ELL Students	1 hr	November 8, 2011
Strategies for Helping ELLs Pass Regents Exams	1 hr	January 30, 2012
Implementing CCS into Content Areas--a Literacy Approach	8/40 min sessions throughout the year	

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Although we are not using Title III funding for Parental Engagement Activities, we make an effort to meet the needs of our ELL parents at PTA meetings and events, including New Student Orientation, Open House, Financial Aid Night and College Night. Parent-Teacher Conferences are well attended, and we provide Spanish and Chinese translators both in the fall and spring. We also have staff available to translate for Chinese, Korean, French and Spanish speaking parents at other events.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	\$11,200	224 teacher per-session hours total for Saturday and after-school tutoring and Regents preparation 45 hours per teacher x 5 teachers
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	\$0	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	0	
Educational Software	0	

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	0	
Other	0	
TOTAL	\$11,000	